Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☐ Transfer ☐ Career Technical Education (CTE)
PROGRAM	Sociology	
DEPARTMENT	Behavioral and Social Sciences Department	
DIVISION	Health and Sciences Division	
SUBMITTER	Kevin White, Department Chair	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Transition and implement the new TMC—now the ADT—Associate Degree for Transfer.	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The degree is now listed in the catalog.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Expand the Media Resource Library and provide access to the Campus and community organizations.	☒ 1 ☒ 2 ☒ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** More video resources were added to the Media Library and a software program was purchased to better organize and upgrade the media management. This software is being implemented. The cataloging process is underway. A catalog of our media library will be made available to our Campus and community organizations featuring links to its location on the IVC website. Currently some media is shared with the Campus and community.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Establish a social science statistics course.	☒ 1 ☒ 2 ☒ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

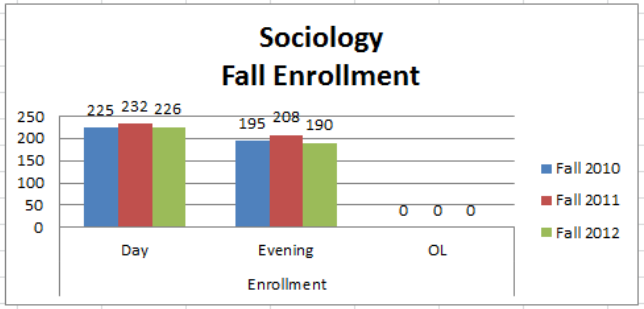
Comments: The establishment of the SSPS statistical research program is the culmination of a long process that allows IVC to provide students with a state-of-the-art statistics and research course. This course is well-aligned with the new ADT and offers students more options for statistical research. The establishment of this program involved extensive collaboration between many Campus stakeholders. Instruction, Math and Science (resources), IT and Technology Departments (computers), the labs on campus (access), and working together created a course that will benefit students and further student success.

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

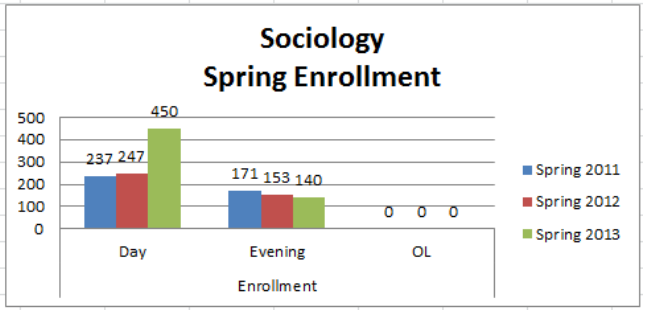
1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

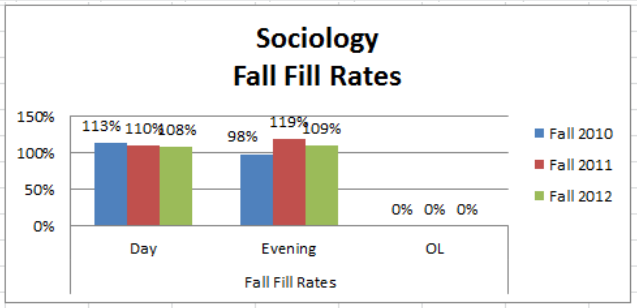
	Enrollment		
	Day	Evening	OL
Fall 2010	225	195	0
Fall 2011	232	208	0
Fall 2012	226	190	0



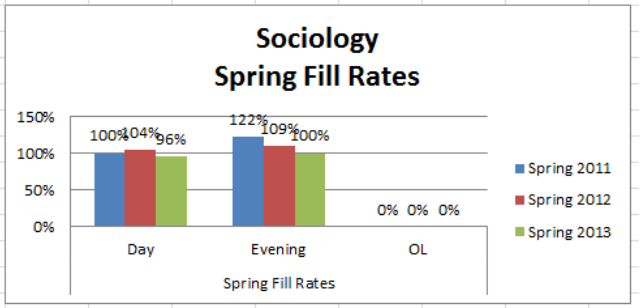
	Enrollment		
	Day	Evening	OL
Spring 2011	237	171	0
Spring 2012	247	153	0
Spring 2013	450	140	0



	Fall Fill Rates		
	Day	Evening	OL
Fall 2010	113%	98%	0%
Fall 2011	110%	119%	0%
Fall 2012	108%	109%	0%



	Spring Fill Rates		
	Day	Evening	OL
Spring 2011	100%	122%	0%
Spring 2012	104%	109%	0%
Spring 2013	96%	100%	0%



Enrollments for Fall Day and Evening classes remained remarkably consistent with only slight variations.
Enrollments for Spring Day and Evening classes also remain stable with a slight decline in the Evening classes. But Spring 2013 Day enrollment nearly doubled which is a good indication that Sociology is regaining some momentum. No Online classes were offered.
Fill Rates for Fall dropped slightly from 113% to 108%. Historically high fill rates have dipped for the Day but the Evening remains strong. Spring did not fare as well, over the period, it dropped each semester. Changes in enrollment management and scheduling, coupled with loss of campus-wide instruction space and a deep drop in the student population has impacted fill rates.

b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

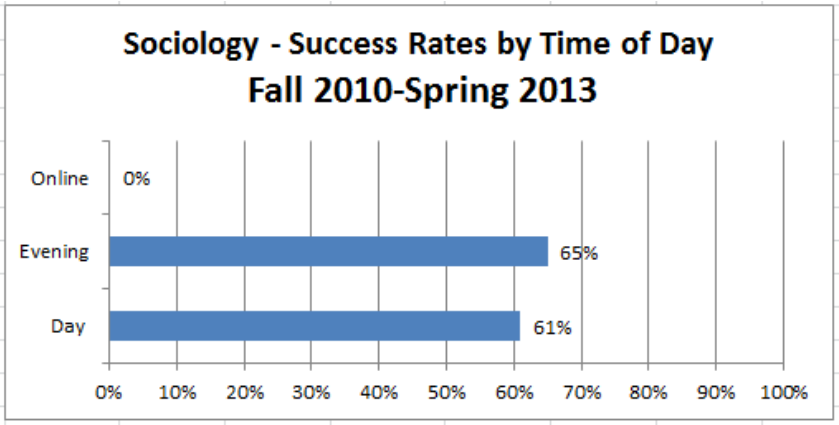
Program Level Data

Sociology														
Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF	Success	Retention	Day Classes	Extended Day Classes	Online Classes
Fall 2010	411	105%	10	390	39	41.1	42.6	2	698.7	55%	89%	5	5	0
Fall 2011	440	114%	11	385	35	40	45.6	2.2	680	64%	88%	6	5	0
Fall 2012	416	108%	11	385	35	37.82	43.1	2.2	642.91	64%	88%	6	5	0
Spring 2011	408	117%	10	350	35	40.8	42.3	2	693.6	59%	86%	6	4	0
Spring 2012	400	114%	10	350	35	40	41.5	2	680	65%	86%	6	4	0
Spring 2013	590	105%	16	560	35	36.88	61.1	3.2	626.88	66%	90%	12	4	0
% Change from Fall 2010 to Fall 2012	1%	3%	10%	-1%	-10%	-8%	1%	10%	-8%	16%	-1%	20%	0%	NC
% Change from Spring 2011 to Spring 2013	45%	-10%	60%	60%	0%	-10%	45%	60%	-10%	11%	5%	100%	0%	NC

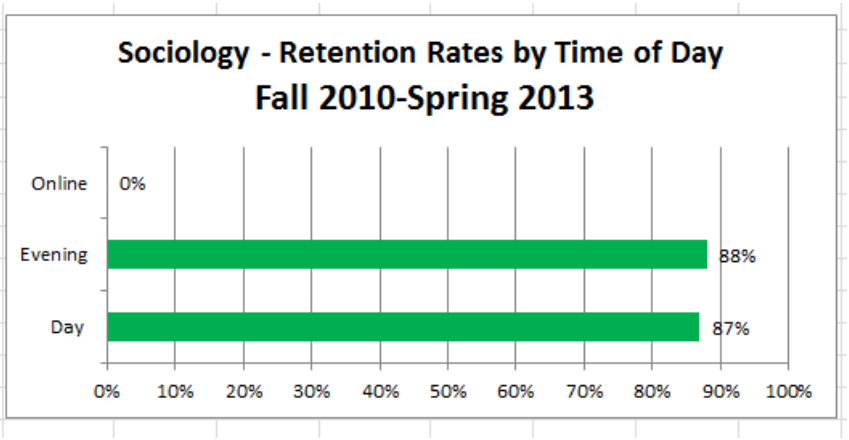
Comments: Productivity for all semesters was in the 600s with 626 being the lowest and 698 the highest. There has been an 8% and 10% decrease in Fall and Spring respectively in productivity over the period. Despite the changes in enrollment management, use of block scheduling, and the loss of students over the period, productivity has remained high.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

	Success
Day	61%
Evening	65%
Online	0%



	Retention
Day	87%
Evening	88%
Online	0%



Comments: Success and retention rates are higher in the Evening over the review period. Retention rates showed little variation in the Day and Evening yet there is a significant gap (over 20%) between success and retention that needs to be reduced in the coming semesters. These rates, in both success and retention are well within the benchmarks set by IVC.

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

Gender

	SOC								
	Female			Male			N/A		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	235	57%	90%	172	48%	83%	6	83%	83%
Fall 2011	244	65%	88%	189	62%	88%	7	57%	71%
Fall 2012	249	67%	88%	161	61%	87%	6	50%	100%
Spring 2011	238	56%	85%	164	63%	87%	6	83%	100%
Spring 2012	224	65%	84%	171	64%	88%	5	60%	80%
Spring 2013	359	67%	89%	225	64%	90%	6	67%	100%
Total	1549	63%	88%	1082	60%	87%	36	67%	89%

Ethnicity

	SOC														
	African-American			Hispanic			White			Other			Unknown, Non-Responsiv		
	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	4	75%	100%	358	52%	87%	28	64%	86%	3	67%	67%	20	55%	95%
Fall 2011	9	78%	89%	380	63%	88%	14	79%	79%	1	100%	100%	36	61%	83%
Fall 2012	3	67%	100%	375	63%	88%	5	80%	80%	3	100%	100%	30	67%	87%
Spring 2011	2	100%	100%	372	58%	86%	15	60%	80%	3	67%	67%	16	75%	81%
Spring 2012	5	80%	80%	359	62%	85%	10	100%	100%	2	100%	100%	24	79%	92%
Spring 2013	3	33%	67%	524	65%	90%	11	55%	82%	1	100%	100%	51	84%	94%
Total	26	73%	88%	2368	61%	87%	83	70%	84%	13	85%	85%	177	72%	89%

Gender: Females continue to earn higher success and retention rates than males, which is a nation-wide trend.
Ethnicity: The percentages can be misleading when considered alone, in this case, African Americans ranked the highest (73%) in success followed by White (70%) and Hispanic (61%). Other ranked the highest overall with 85% although it's not clear who this group represents.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Program Completion

Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)

Degrees	Awarded

Certificates	Awarded

AAT - Sociology	6	N/A	N/A

This is one of the major challenges facing this discipline. By contrast to the 6 awarded, Psychology posted 139 degrees awarded over the same period of time. Better marketing strategies for marketing this degree needs to be formulated and implemented. It is anticipated that the new, streamlined degree will attract more students to the major.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

Comments: More degrees conferred—recruit faculty and academic counselors to promote the major. Offer students more delivery methods including web-enhanced, hybrid, and fully online classes. Working more closely with part-time faculty and providing them with the resources they need to stay current and implement institutional and Department policies is becoming more critical, especially as the Community College system moves more toward performance based funding. We have offered more double and in some cases triple loaded classes to maximize efficiencies and improve enrollment management.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

Comments: The vast majority of courses continue to be taught in a face-to-face format. Adding Blackboard has provided faculty with additional options for utilizing technology in and out of the classroom. We are expanding the development of online classes and will begin implementing courses that have completed the new review process as early as Summer 2014. Each planned semester after that will include more Distance Education options including hybrid and online formats.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

Comments: Sociology is a stable and growing program. Its viability is apparent in the success and retention rates generated by this program. Developing and adding more innovative technology—Blackboard, web-enhanced, hybrid, and online is key to its continued improvement. As stated earlier, improving and documenting completions (degrees conferred) is a major challenge going forward. With minimal staffing, the recent faculty turnovers in this program, and the challenges the College has been facing, Sociology remains a dynamic program.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Hire a full-time tenured track instructor to replace the recently hired full-time tenured instructor who resigned at the end of last year		☒ 1 ☒ 2 ☒ 3 ☐ 4
Objective: Replace the temporary full-time instructor		
Task(s): Advertise, screen, interview, and select new instructor.		
Timeline: Academic year 2013-14		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☒ Staffing	$80,000

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: Align the new ADT with course offerings.		☒ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Streamline the degree course offerings		
Task(s): Reassess, deactivate and/or delete courses in the major		
Timeline: Academic year		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Create more delivery options, including web-enhanced, hybrid, and online classes		☒ 1 ☒ 2 ☒ 3 ☒ 4
Objective: Greater utilization of Blackboard teaching platform		
Task(s): Provide training and encouragement for faculty to utilize Blackboard		
Timeline: Academic year		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0

TOTAL BUDGET REQUEST	$80,000

1. How will your enhanced budget request improve student success?

Replacing a recently departed full-time tenured track instructor will only keep things status quo for a while. At some point in the near future we will need an additional faculty member to cover the high demand classes.

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Demonstrate an understanding of how social structures (families, schools, churches, laws) influence day to day experiences of individuals.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Demonstrate the ability to find information, assess evidence and evaluate arguments in empirical studies.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Apply sociological theory and analysis to major social problems involving individuals, groups, cultures, and society.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

***** ATTACH PLO/SLO GRID *****

Once Section II is completed, please send e-copy & mail hard copy to SLO Coordinator. Thank you very much for taking part in outcomes and assessments.

Program Outcomes and Course Alignment Grid for Imperial Valley College

Program: Sociology Completed on: 2-21-2014

Prepared by : Kevin White

Course	Communication	Critical Thinking	Personal Responsibility	Information Literacy	Global Awareness
SOC 101	3	4	3	3	2
SOC 102	3	4	3	3	2
MATH 119	3	4	3	2	2
PSY 212	3	4	3	4	2
SOC 110	3	4	3	3	2
SOC/AJ 224	3	4	4	3	3
SOC/ADS 150	3	4	3	3	2
SOC/PSY 206	3	4	3	4	3
ANTH 102	3	4	3	3	3
GEOG 102	3	4	3	3	3
MATH 119	3	4	3	2	2
PSY 101	3	4	3	2	2
PSY 212	3	4	3	4	2
SOC 102	3	4	3	3	2
SOC 110	3	4	3	3	2
SOC/AJ 224	3	4	4	3	3
SOC/ADS 150	3	4	3	3	2
SOC/PSY 206	3	4	3	4	3

4=This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.

3=This is a focus of the course that will be assessed.

1

2= This is a focus of the course, but is NOT assessed.

1=This is briefly introduced in the course, but not assessed.

0=This is not an area touched on in the course.

Dear Faculty Members:

Across the top of the grid, on the horizontal axis, you will see the 5 Institutional Learning Outcomes (ILOs)

Located at the end of the form, there is a key to follow when completing this grid. The Key has numbers from 0-4 and an explanation of what each number represents. What we need from you, and your colleagues within each department, is your determination as to the extent each of the courses in your program addresses IVC's five ISLOs. Please provide an honest answer – we do not need perfection, just an honest reflection of where we are in the process. Please review your SLOs or Cycle Assessment forms and write the number between 0-4 that best corresponds with the ILOs. Each box across from the course number should be filled in. You can fill in the boxes as the classes stand this year for SLOs, knowing that next year we can do it again with the expectation that more outcomes will be identified and assessed next year.

For those courses that you rank a 3 or 4 on one or more ILOs, you are indicating that the courses are taught with the intention of improving your students' performance on those outcomes. At some point you may be asked by the college to provide assessment data on those outcomes that you rank a 3 or 4. Completing this grid can demonstrate we are doing just that or it can highlight ILOs that are being missed so we can improve.

Thank you very much for your assistance,

SLO Coordinator

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